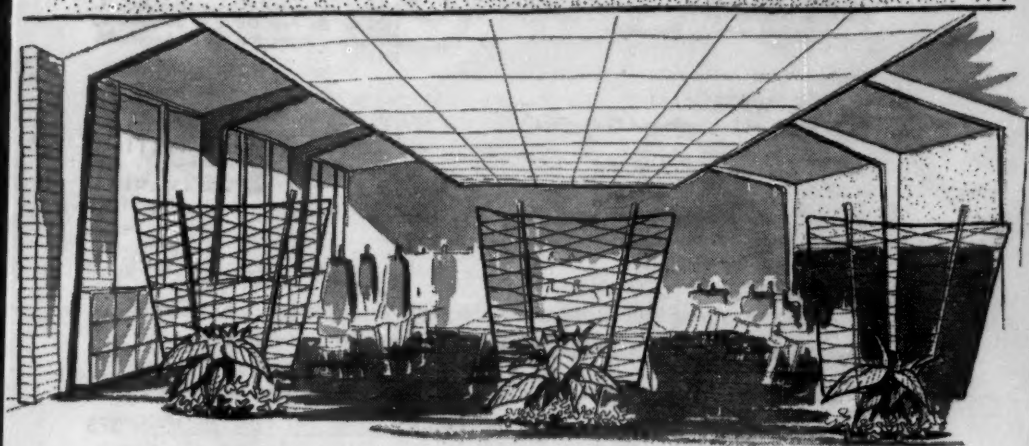


CALIFORNIA SCHOOLS

OCTOBER
1956



LIBRARY ~ INTERIOR PERSPECTIVE TOWARD READING ROOM

PALOMAR JUNIOR COLLEGE

SAN MARCOS, CALIFORNIA



LIBRARY ~ NORTH ELEVATION

CALIFORNIA SCHOOLS

VOL. XXVII, No. 10
OCTOBER, 1956

ROY E. SIMPSON
Superintendent of Public Instruction

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THE COVER ILLUSTRATION shows the new library and a master plan of the campus of Palomar Junior College, San Marcos, in the Northern San Diego County Junior College District. Buildings on the 120-acre site that will be occupied this fall for the first time include a science building, shops, classrooms, shower and locker facilities, and the library. For several years the school has been housed in temporary structures on this campus, and in space in the Vista High School. Phil H. Putnam, formerly district superintendent and president of the college, now president of Ventura Junior College; John W. Dunn, formerly assistant superintendent, now superintendent of the district, and newly appointed president of Palomar Junior College; and the board of trustees of the district assisted in the planning of the project. Charles W. Bursch, formerly Assistant Chief of the Division of Public School Administration, in charge of School Planning; and Charles D. Gibson and John Branigan of the Bureau of School Planning of the State Department of Education participated in the project. Paderewski, Mitchell & Dean, of San Diego, were the architects.

FIVE YEARS OF FEDERAL AID UNDER PUBLIC LAW 874

RAY H. JOHNSON, *Chief, Bureau of School Apportionments and Reports*
MRS. DOROTHY KIRSCHMAN, *Accounting Technician*

The program of Federal aid for the current expense of federally affected public schools was started in the fiscal year 1950-51. Congress has declared it to be the policy of the United States to provide financial assistance for those local educational agencies upon which the United States has placed financial burdens. The Congress enacted Public Law 874¹ which placed in the hands of one agency, the United States Office of Education, the responsibility for handling Federal aid for the support of public schools. This program provides financial assistance to local educational agencies for the operation and maintenance of schools in areas where Federal activities have created serious school problems.

APPLICATION FOR FUNDS

Applications for Federal aid under this assistance program are made on forms² as prescribed by the United States Office of Education and distributed to California school districts by the California State Department of Education. Applications were filed for the fiscal years 1950-51 through 1952-53 by local educational agencies in 47 states (Delaware excluded) and the territories of Alaska and Hawaii. For the fiscal years 1953-54 and 1954-55 applications were filed by local educational agencies in the 48 states, Alaska, and Hawaii.

PAYMENT PER UNIT OF AVERAGE DAILY ATTENDANCE

Payments under Section 3 of Public Law 874 have been the most significant for California school districts. This section provides Federal aid at annually established rates on account of pupils living with parents who reside, or are employed on Federal property. These rates, known as the "group local contribution rates," are expressed in statewide averages per unit of average daily attendance of pupils enrolled in the public schools. For the school districts in California, they bear the same ratio to the current expenses of education³ as the revenues from local sources bear to the total revenues. Funds are available to school districts in an amount equal to these established rates for each unit of average daily attendance of eligible pupils.

¹ Public Law 874 (81st Congress) approved September 30, 1950, was amended by the 83rd Congress and by the 84th Congress.

² "Application for Financial Assistance for Current Expenditures for Public Schools in Areas Affected by Federal Activities Under P. L. 874," Form RSF-1.

³ As defined in *California School Accounting Manual*, Bulletin of the California State Department of Education, Vol. XX, No. 2, March, 1951, p. 71.

Table 1 sets forth these group local contribution rates for school districts in California during the five-year period, 1950-51 to 1954-55, by type of district.

TABLE 1
GROUP LOCAL CONTRIBUTION RATES FOR CALIFORNIA
SCHOOL DISTRICT APPLICANTS UNDER PUBLIC LAW 874

Fiscal year	Elementary school districts	High school districts	Junior college districts	Unified school districts
1950-51.....	\$88.60	\$214.73	\$163.89	\$146.84
1951-52.....	92.16	215.15	212.03	144.62
1952-53.....	94.64	257.09	257.74	154.78
1953-54.....	133.40	270.05	290.84	162.66
1954-55.....	142.71	292.40	310.11	163.38

COMPARISONS OF APPLICANTS, AVERAGE DAILY ATTENDANCE, AND ENTITLEMENTS

Data presented in Tables 2, 3, 4 and 5 for the fiscal years 1950-51 through 1954-55 show the magnitude of the program and particularly the impact of Federal activities upon the public schools of California as compared with the national totals. National totals as presented herein were compiled from publications of the United States Commissioner of Education, for the past five years.¹

Table 2 shows the number of districts which have received funds under the provisions of Public Law 874, the average daily attendance and net entitlements for such districts, and the per cent that the totals of California are of the national totals for the five-year period. The Act requires that certain deductions be made in the gross amount for which a district may be eligible. Any Federal payment made available to a local educational agency with respect to Federal property under any act other than Public Law 874, such as payments in lieu of taxes, shared revenue payments, those payments made directly by the Federal government and taxes paid on account of Federal property or the privately owned improvements thereon, is required to be deducted from the computed gross entitlement. These reduced amounts are shown as the net entitlements.

Table 3 sets forth the amount of financial assistance to all school districts under Section 2 of Public Law 874. School districts are eligible for this financial aid if the revenues available to such districts from local sources have been reduced as a result of the acquisition of real property by the United States.

¹ *Administration of Public Laws 874 and 815*, 1st, 2nd, 3rd, 4th and 5th Annual Reports of the Commissioner of Education, June 30, 1951; June 30, 1952; June 30, 1953; June 30, 1954; June 30, 1955. U. S. Department of Health, Education, and Welfare, Office of Education, Washington, D. C.

TABLE 2

NUMBER OF DISTRICTS ELIGIBLE UNDER SECTIONS 2, 3, AND 4, AVERAGE DAILY ATTENDANCE OF FEDERALLY CONNECTED PUPILS AND NET ENTITLEMENTS FOR THE STATE OF CALIFORNIA COMPARED WITH THE NATIONAL TOTAL FOR THE FISCAL YEARS 1950-51 THROUGH 1954-55

Fiscal year	Number of districts			Average daily attendance			Net entitlements	
	National	California	Per cent	National	California	Per cent	National	California
1950-51.....	1,183	174	14.71	554,641	112,645	20.31	\$30,106,666.23	\$6,772,507.16
1951-52.....	1,746	292	16.72	746,216	148,962	19.96	44,336,532.80	9,520,650.79
1952-53.....	2,200	304	13.82	874,206	153,313	17.54	54,464,982.32	10,717,073.81
1953-54.....	2,521	318	12.61	940,139	156,832	16.68	68,024,728.53	12,712,588.06
1954-55.....	2,683	326	12.15	895,969	157,286	17.55	71,472,443.00	13,499,493.00
Increase in 1954-55 over 1950-51								
Amount.....	1,500	152	-----	341,328	44,641	-----	\$41,365,776.77	\$6,726,985.84
Per cent.....	125.80	87.36	-----	61.54	39.63	-----	137.40	99.33

California school districts represent 13.68 per cent of the total number of districts receiving funds under this program.

California school districts have received \$53,222,312.82, representing 19.83 per cent of the total funds, an amount of \$268,405,352.88, made available for the five-year period.

Applications for Federal aid for the fiscal year 1955-56 have been received by the State Department of Education from 368 school districts in 36 counties of California and have been transmitted to the United States Office of Education for processing. Of the 368 applicants, 28 have been determined to be ineligible by the United States Office of Education. As of July 1, 1956, the estimated entitlements, less deductible funds for the fiscal year 1955-56 have been computed in the amount of \$14,529,198.65. Payments of approximately 95 per cent of the estimated entitlements are being made to these districts.

TABLE 3

NET ENTITLEMENTS UNDER SECTION 2 FOR THE STATE OF CALIFORNIA COMPARED WITH THE NATIONAL TOTAL FOR THE FISCAL YEARS 1950-51 THROUGH 1954-55

Fiscal year	National	California	Per cent
1950-51.....	\$298,481.09	\$24,464.49	8.20
1951-52.....	252,397.94	15,790.79	6.26
1952-53.....	244,047.53	10,146.21	4.16
1953-54.....	317,784.80	10,203.65	3.21
1954-55.....	309,535.00	26,253.00	8.48
Increase in 1954-55 over 1950-51			
Amount.....	\$11,053.91	\$1,788.51	
Per cent.....	3.70	7.31	

Table 4 presents the average daily attendance and the net entitlements of those school districts receiving financial assistance under Section 3 of Public Law 874. Districts providing education for children residing on Federal property, or for children whose parents are employed on Federal property, are eligible for funds under this section of the Act.

TABLE 4

AVERAGE DAILY ATTENDANCE OF FEDERALLY CONNECTED PUPILS AND NET ENTITLEMENTS UNDER SECTION 3, FOR THE STATE OF CALIFORNIA COMPARED WITH THE NATIONAL TOTAL FOR THE FISCAL YEARS 1950-51 THROUGH 1954-55

Fiscal year	Average daily attendance			Net entitlements		
	National	California	Per cent	National	California	Per cent
1950-51	479,779	102,049	21.27	\$23,847,955.46	\$6,134,021.20	25.72
1951-52	667,589	136,146	20.39	39,133,259.10	8,996,466.75	22.99
1952-53	788,070	143,076	18.16	49,077,143.56	10,228,750.61	20.84
1953-54	866,210	156,337	18.05	63,955,693.47	12,694,708.20	19.85
1954-55	878,799	157,286	17.90	67,012,059.00	13,473,240.00	20.11
Increase in 1954-55 over 1950-51						
Amount	399,020	55,237	-----	\$43,164,103.54	\$7,339,218.80	-----
Per cent	83.17	54.13	-----	181.00	119.65	-----

Table 5 shows the average daily attendance of federally connected pupils and net entitlements under Section 4 of Public Law 874. Districts are eligible for funds under this section of the Act if a sudden and substantial increase in school attendance as a result of Federal activities has been experienced.

TABLE 5

AVERAGE DAILY ATTENDANCE OF FEDERALLY CONNECTED PUPILS AND NET ENTITLEMENTS UNDER SECTION 4 FOR THE STATE OF CALIFORNIA COMPARED WITH THE NATIONAL TOTAL FOR THE FISCAL YEARS 1950-51 THROUGH 1954-55

Fiscal year	Average daily attendance			Net entitlements		
	National	California	Per cent	National	California	Per cent
1950-51	74,862	10,596	14.15	\$5,960,229.68	\$614,021.47	10.30
1951-52	78,627	12,816	16.30	4,950,875.76	508,393.25	10.27
1952-53	86,136	10,237	11.88	5,143,791.23	478,176.99	9.30
1953-54	73,929	495	0.67	3,751,250.26	7,676.21	0.20
1954-55	17,170	-----	-----	4,150,849.00	-----	-----
Decrease in 1954-55 over 1950-51						
Amount	57,692	-----	-----	\$1,809,380.68	-----	-----
Per cent	77.06	-----	-----	30.36	-----	-----

THE 1956 TEACHER RECRUITMENT CLINICS

BLAIR E. HURD, Co-ordinator of Teacher Recruitment

At a meeting called by Roy E. Simpson, Superintendent of Public Instruction, in September, 1955, representatives of lay and professional organizations interested in teacher recruitment urged that the 1955 recruitment clinics be repeated in 1956.¹ It was recommended that participation by teacher educators, secondary teachers, and lay persons be encouraged.

A state committee composed of representatives of the California Congress of Parents and Teachers, the California Teachers Association and the State Department of Education was assigned the responsibility for initial planning. The clinics were held March 1, 2, 5, 6, and 7, at Sacramento, Stanford, Los Angeles, Redlands, and Fresno. Local lay and professional people in each area planned the clinic program. Invitations to the clinics were extended by the Superintendent of Public Instruction from lists submitted by the local committees. Excellent local planning was the major factor in the success of the 1956 recruitment clinics, in the opinion of members of the committee organized by the State Department of Education.²

RECOMMENDATIONS AND CONCLUSIONS

Although each clinic was planned independently and was organized with a different approach, there was a striking similarity in the findings of each. Almost a thousand lay and professional people participated. A brief summary of their recommendations and conclusions follows.

1. *A local teacher recruitment committee should be formed to plan and co-ordinate all recruitment activities of a school district, group of districts, or county.*

Since teacher recruitment is the responsibility of all the people, the local committee for recruitment should be representative of the entire community. Leadership should be provided by teacher-administration teams.

The 1956 series of teacher recruitment clinics brought together representatives of the following interests: business; labor; industry; farming; service clubs; professional education; parents; legislators; patriotic groups; press, radio, and television; women's business, social service, and professional groups; fraternal groups; school boards; federal, state, and civic agencies; and religious groups.

¹ James C. Stone, "Progress Report on Teacher Recruitment," *California Schools*, XXVII (February, 1956), 33-40.

² *How We CAN Get Enough Good Teachers—And Keep Them*. Report of the 1956 California Series of Recruitment Clinics, Los Angeles 7, California: California Congress of Parents and Teachers, Inc. May 1, 1956. P. 6.

The foregoing list indicates the latitude of interest in the problem of meeting the teacher shortage. These groups, then, provide a source of membership and leadership for local teacher recruitment activities.

2. A procedure for recruiting potential teacher candidates should be in operation in each junior high, high school, junior college, and teacher education institution.

High priority was given to the establishment of education clubs in each of the levels mentioned above. Admittedly, this is not the whole answer but merely a first step. It was emphasized that sponsors of education clubs should be the best representatives of the profession for obvious reasons.

Other discussions of the procedure of selection were concerned with utilizing the teacher-student relationship. It was said that teachers are either recruiters or non-recruiters. There is no neutrality because of the unique function of the teacher. By exhibiting pride in her chosen profession, the teacher does more for recruitment than a thousand words could do. There was a general feeling that teachers *can* select students who may become interested in entering the profession. Selection of potential teachers *by teachers* was felt to be a proper and effective approach toward solving the teacher shortage.

3. An effective follow-up procedure should be arranged so that prospective teachers can be provided with information and guidance at each level of education.

Clinic participants were concerned about misinformation and lack of information on the part of many students. It was suggested that one vehicle for insuring adequate information and guidance could be a chain of education clubs extending from junior high school through college and university.

Through the leadership of education club sponsors and the local recruitment committees the names of potential teachers could be forwarded to the education club sponsors at the next level. Members of the discussion groups felt this procedure would keep aspirants identified with teaching and insure that current information would be available to potential teachers. Providing continuous information, especially about supply and demand, was considered vital to alleviating oversupply problems in various teaching fields.

The personal contact resulting from such follow-up activity would tend to stimulate interest in teaching and further identify potential teachers with the profession.

4. A variety of opportunities for working with younger children should be provided for potential candidates for teaching.

Research indicates that working with younger children contributes strongly to the desire to teach. In light of this fact, clinic participants urged that school districts and recruitment committees co-operate in

providing more opportunities for such experience. It was suggested that the work experience program existing in many high schools could include opportunities for students to work with elementary school-teachers and pupils in regular class situations. Students can also be offered contacts with young children in recreation programs, scouting, Sunday school classes and other community activities.

The role of the teacher was emphasized again as an important factor in inspiring and stimulating interest in a teaching career.

5. *A concerted effort should be made to provide adequate financial help for those interested in entering the profession.*

Clinic members suggested that the number and value of scholarships should be increased. Specifically, many scholarships for teacher education should be established. Scholarships offered by local groups were recommended and it was suggested that foundations, industrial and other large organizations be invited to share in enlarging teacher education scholarship funds.

Another source of financial aid suggested was the loan fund. Many reports were heard of the unwillingness of students to borrow money for an education. Clinic discussion groups urged that students be advised to utilize loan funds when scholarships are not available. The additional earning power usually identified with advanced education would more than justify borrowing in order to obtain it.

An urgent appeal was made for better information about existing national, state, regional and local scholarships for use in counseling high school students.

6. *A long-range program to raise the status and prestige of the teaching profession is needed.*

There was almost unanimous agreement among clinic discussion groups that we should teach more about schools in school. Participants felt this would lead to a better understanding of the role of the school and thus tend to raise the status and enhance the prestige of the teaching profession. Another outcome would be a public better informed on educational problems, and the function of education. It was agreed that the status and prestige of the teaching profession should be the concern of *both laymen and professional people*. The profession must *earn* status and prestige by its activities in the community as well as in the classroom. The citizens of the community must recognize the importance of the teaching profession by respecting the teachers' skills and by according teachers full citizenship in the community.

Increased selectivity in choosing teacher candidates and raising standards for certification were suggested as means of improving status and prestige. The elimination of the provisional credential was commonly advocated.

7. The attractiveness of the teaching profession must be increased.

Many suggestions were made for increasing the attractiveness of the profession among which were the following: (1) raising salaries to a competitive level; (2) giving more attention to the competence and attitudes of members of the profession; (3) improving teacher education and certification; and (4) improving the teaching environment and human relations among professional personnel, including co-operatively developed personnel policies.

Much was said about offering teachers more opportunities for advancement and challenge in areas other than administration. Working with new teachers, research, and special study committees and projects were suggested.

School administrators were charged with the responsibility of providing a continuous flow of publicity about the school program and the importance of the school and the professional staff.

Most important, perhaps, was the statement that we must find ways to get teachers themselves to exhibit pride in teaching, the profession of their choice.

8. The time for action is now.

Discussion groups felt that we had discussed teacher recruitment long enough. Immediate action was suggested. A suggested goal for this year was the establishment of education clubs in every secondary school and teacher education institution. Another immediate activity was the formation of active local recruitment committees with teacher-administrator teams providing leadership. These two projects were considered to be the foundation for an effective long-range program of teacher recruitment.

CALIFORNIA PROJECT ON FITNESS

C. CARSON CONRAD, *Chief, Bureau of Health Education,
Physical Education, and Recreation*

The California Project on Fitness is sponsored by the Division of Instruction, State Department of Education, under the leadership of the Bureau of Health Education, Physical Education, and Recreation. On November 1, 1955, Jay D. Conner, Chief of the Division of Instruction, and Associate Superintendent, appointed a California Committee on Fitness to serve as an advisory body. The committee is composed of representatives suggested by two state agencies, and by fifteen professional and allied associations.¹

The purpose of the project is to improve the fitness of Californians of all ages through effective programs of health education, physical education, and recreation under competent leadership. The project is concerned not only with the physical aspects of fitness but with mental, emotional and social phases as well.

As the project develops many problems are presented, among which the committee listed the following: (1) to determine through systematic study, the effects of health education, physical education, and recreation on children, youth, and adults; (2) to identify the elements that constitute the physical aspects of total fitness, and to determine which ones can be tested; (3) to determine what degree of development, as measured by specific tests in health, physical education, and recreation is most beneficial to the mental, physical, emotional, and social health of individuals; (4) to re-examine the purposes and policies of health education, physical education, and recreation in terms of changes in California living, and to develop effective programs; (5) to develop standards and devices for use by school districts in evaluating present programs in terms of contributions to total fitness; (6) to commission special committees to study problems; (7) to establish minimum standards for health, physical education, and recreation facilities; (8) to interpret fitness needs of children, youth, and adults; and (9) to determine the roles of participating organizations and various governmental agencies in translating committee recommendations into local action.

As indicated in the foregoing (6), committees were selected in May, 1956 to study what action could be taken on special problems. A list of committees and their chairmen follows.

¹ California Association of School Psychologists and Psychometrists; California Association for Health, Physical Education, and Recreation; California Association of School Administrators; California Association of Secondary School Administrators; California Congress of Parents and Teachers; California Elementary School Administrators; California Interscholastic Federation; California Junior College Association; California Medical Association; California Recreation Commission; California Recreation Society; California School Boards Association; California School Health Association; California School Supervisors Association; California State Department of Education; California State Department of Public Health; California Teachers Association.

- I. Status, Needs, and Philosophy—Glenn W. Arnett, Co-ordinator of Health Education, Physical Education, and Recreation, San Diego County
- II. Evaluative Criteria for Curriculum—Sybil Hilton, Instructor, Department of Physical Education, Bakersfield Junior College
- III. Evaluative Criteria for Facilities—J. Holley Ashcraft, Assistant Supervisor of Physical Education, Long Beach Public Schools
- IV. Evaluative Criteria for Personnel—Harold Schoenfeld, Superintendent, Decoto Elementary School District
- V. Evaluative Criteria for Programs of Measurement—Anna S. Espenschade, Professor of Physical Education, University of California, Berkeley
- VI. Special Administrative Problems—Erle Johnson, Supervisor of Physical Education, Sacramento County
- VII. Fundamental Research Needs and Priorities—Lawrence E. Morehouse, Professor of Physical Education, University of California, Los Angeles
- VIII. Professional and Public Relations—Edwin J. Staley, Executive Secretary, California Association for Health, Physical Education, and Recreation

Committee chairmen will submit reports in April, 1957.

The California Committee on Fitness will work closely with professional and lay organizations, local school districts, and colleges and universities in carrying out its tasks. The assistance of various research agencies will be requested on specific projects.

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

REGULATIONS ADOPTED BY SUPERINTENDENT OF PUBLIC INSTRUCTION

Fees and Exclusion of Items from Plans for School Construction. The Superintendent of Public Instruction, acting under the authority of Education Code Section 18102 with respect to Section 2022, and Chapter 19 of Division 3 of the Education Code with respect to Section 2053, amended Sections 2022 and 2053 of Title 5 of the California Administrative Code, relating to school housing (effective September 20, 1956).

Crediting Attendance in Original and Acquiring Districts. The Superintendent of Public Instruction, acting under the authority of Education Code Section 6907, added Section 8.1 to Title 5 of the California Administrative Code to read as follows (effective September 5, 1956):

Section 8.1. *Crediting Attendance in Original and Acquiring Districts.* Attendance in districts defined in Section 6907 of the Education Code as "original district" and "acquiring district" shall be reported upon the forms provided by the Department of Education for the annual reporting of attendance in elementary schools, junior high schools, high schools, and junior colleges of the state, and in accordance with instructions provided thereon.

Vacations of State College Employees. The Superintendent of Public Instruction, acting in his capacity of Director of Education and under the authority of Education Code Section 20251 has amended Article 4 of Group 6 of Subchapter 4 of Chapter 1 of Title 5 of the California Administrative Code, relating to vacations of state college employees, and adopted the same as emergency regulations, to take effect August 31, 1956, as provided in Sections 11422(c) of the Government Code. The changes chiefly affect accumulation of vacation credit for 10-month academic employees and certain administrative employees of the state colleges. Under this amendment, vacation records of all employees entitled to vacation will be kept on the same calendar year basis.

NOTE: The complete text of the sections of Title 5, California Administrative Code as added to or amended by action noted in the preceding paragraphs will appear as reprints from the California Administrative Register, and will be available from the State Department of Education.

Formula for Supervision of Instruction. The Superintendent of Public Instruction, acting under the authority of Section 7002(i) of the Education Code, added Article 7 to Subchapter 7 of Chapter 1 of Title 5 of the California Administrative Code to read as follows (effective September 5, 1956):

Article 7. Formula for Supervision of Instruction

1510. Formula. The Superintendent of Public Instruction for budget approval purposes shall determine the amount to apportion to each eligible county superintendent of schools for the purposes of supervision of instruction as authorized by Section 9515 of the Education Code in accordance with the procedure that is prescribed herein:

(a) He shall group the districts of a county in accordance with the average daily attendance of the district for the most recent completed fiscal year reported into four groups as follows:

Group	Average Daily Attendance
I _____	1-100
II _____	101-250
III _____	251-500
IV _____	501-900

The total average daily attendance for all districts in the county in each group shall be computed.

(b) The total average daily attendance for all districts in the county in each group shall be divided by the number for each group as indicated below:

Group	Divisor
I _____	600
II _____	1,000
III _____	2,100
IV _____	2,640

The quotients, computed to the nearest one-thousandth, shall be added, and the sum shall be called the basic staffing pattern for the county.

(c) The basic staffing pattern of the county shall be increased to compensate for necessary travel time and sparsity of attendance centers in the county by adding to the basic staffing pattern the product of .000833 and the sum of the one-way distance from the county office to each of the schools eligible for supervision of instruction pursuant to Education Code Section 9515. The sum obtained shall be called the complete staffing pattern for supervision of instruction of the county.

(d) The complete staffing pattern for supervision of instruction of the county shall be multiplied by the product of the median salary of all teachers in the elementary schools of the county, or the median salary of all teachers in the elementary schools of the State, whichever is larger, increased by 62 percent, and 1.43. The amount computed shall be the amount allowed by the Superintendent of Public Instruction to the county superintendent of schools for supervision of instruction, subject to the provisions of subdivision (a) of Section 7001 of the Education Code.

1511. Allowances Restricted. The amounts allowed to a county superintendent of schools by the Superintendent of Public Instruction for supervision of instruction pursuant to this article shall be a restricted portion of the county school service fund of the county. Any amounts not expended in any fiscal year shall be available for expenditure in the county during the succeeding fiscal year.

APPOINTMENTS TO STAFF

FRANCIS WRIGHT DOYLE was named Deputy Superintendent of Public Instruction; and Chief, Division of Special Schools and Services, September 1, 1956. He succeeds Herbert R. Stolz, M.D., who retired August 31,

1956. Dr. Doyle has been serving as Chief of the Bureau of Special Education in the Division of Instruction since February, 1948. From 1938 to 1948 he was director of special education in the Oakland public schools. His experience before 1938 included teaching and supervisory positions in Illinois and New Jersey state schools for the deaf. He has been active in state and national organizations interested in handicapped children. In June of this year he received an honorary Doctor of Pedagogy degree from the College of the Pacific for national and pioneer leadership in educational services to exceptional children.

CHARLES PAUL JUST was appointed Assistant Counsel in the Administrative Adviser's office, August 1, 1956. He studied at Sacramento State College and at the College of Law, University of California, Berkeley. His prior experience includes employment as junior counsel in the State Department of Employment and the State Department of Education.

HARRY A. APPLEQUIST was appointed Consultant in Physical Education, August 1, 1956, to replace GENEVIE DEXTER who is on leave of absence until late December, to pursue advanced study at Stanford University. Mr. Applequist studied at Washington State College where he became well known for his skill as a football player and later, as coach. His graduate studies were at Washington State College, the University of Southern California and the University of California. Employed in the Sacramento public schools for thirty years, he became Supervisor of Physical Education in 1941, a position from which he retired in June, 1956. Mr. Applequist will assist in several projects currently under way, particularly the California Project on Fitness and the California Junior College Study.

The following appointments have been made in the Bureau of Vocational Rehabilitation:

Rehabilitation Counselors: LORAN DUANE ARCHER and JUNE G. HEWITT, Oakland District; CHARLES JAMES ADAMS, Bakersfield branch office; KEVIN RICHARD MORRISON, Pasadena District; HAROLD A. WILKES, Redding branch office.

Medical Consultant: RALPH LEVIN, M.D., San Mateo branch office.

DIVISION OF INSTRUCTION

JAY DAVIS CONNER, *Associate Superintendent of Public Instruction; and Chief, Division of Instruction*

CURRICULUM PUBLICATIONS AND SERVICES AVAILABLE

A Curriculum Laboratory, a service facility organized for members of the State Department of Education and curriculum production groups with which they are working, is also available to individuals and to

county and district committees working on curriculum projects. In addition to serving as a repository for current curriculum publications produced in California, the laboratory will also maintain a collection of publications on the subject from sources throughout the United States. Conference rooms and consultant services are also available.

Copies of curriculum publications and other related materials have been requested from school district and county school offices. Publications, and requests for the use of laboratory facilities should be directed to Robert E. Browne, Consultant in Curriculum Development, State Department of Education, Sacramento 14.

DIVISION OF PUBLIC SCHOOL ADMINISTRATION BUREAU OF SCHOOL PLANNING

PAUL L. RIVERS, Chief

ARCHITECTURAL FUNDS AVAILABLE

With the practical exhaustion of funds provided for by the State School Building Law of 1952, Chapter 19, the school construction program with anything other than local funds will soon come to a halt. Contracts involving state funds will continue to be entered into with allocations previously made. Because of the lack of funds there may be a very damaging delay in construction before money becomes available from the latest hundred million dollar bond issue.

Many districts have been reluctant to authorize the planning procedure to go forward unless funds for the payment of architectural, surveying and engineering services are assured. This could result in the loss of several months of valuable time and might postpone the start of construction by as much as a year. Districts that come before the Allocation Board with final plans complete, and with bond and qualification elections held, make the best progress with their building programs. They can then immediately advertise for bids.

Districts reluctant to authorize planning because of lack of funds, need not wait for bond elections or allocations from the Allocation Board, but may and are strongly urged to utilize Federal funds made available under the program of Advances for Public Works Planning administered by the Community Facilities Administration, Housing and Home Finance Agency. These funds are available to all school districts for the purpose of financing the cost of architectural plans and specifications for school construction.

To date, twenty-one applications for a total amount of \$418,210 for advances to various school districts throughout the state are being processed by the HHFA. Small projects may be approved at regional office

levels; larger projects are forwarded to the central office of the Agency in Washington for approval.

It should be emphasized that a school district has nothing to lose through participation in this Federal program as the money advanced is interest-free and does not become repayable until construction of the school is actually started.

Application for funds can be made by writing to the Housing and Home Finance Agency, Room 919, 870 Market Street, San Francisco 2, California.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

Report of the Study of Work Experience Programs in California High Schools and Junior Colleges. Bulletin of the California State Department of Education, Vol. XXV, No. 3, July, 1956. Pp. x + 148.

This bulletin reports a study undertaken in response to requests from secondary school administrators for assistance in developing programs of work experience. Operational procedures currently being followed in California high schools and junior colleges are reported and problems common to work experience programs of all types are identified. Suggestions for the establishment and maintenance of sound work experience programs are presented; and legal authorizations and requirements for them are stated. The bulletin contains recommended legislation and a bibliography of related reference material.

Copies have been distributed to California superintendents of schools, public high schools, and selected organizations and individuals. The price is \$0.75 per copy, plus sales tax on California orders.

ADDITIONS TO LIST OF HIGH SCHOOL TEXTBOOKS

NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the list in July, 1956.

		New	Prices Exchange
HOMEMAKING			
Foods and Nutrition			
Pollard, <i>Experiences with Foods</i> (1956)	Ginn	\$3.46	\$3.37

VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS

Automotive Mechanics

Frazee, Billiet & Eshelman, <i>Automotive Brakes and Power Transmission Systems</i> (1956)	Amer. Tech.	5.56	—
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Blueprint Reading

Dalzell, <i>Building Trades Blueprint Reading</i> (1956)	Amer. Tech.	2.20	—
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REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the list in July, 1956, to replace editions previously listed.

SOCIAL STUDIES

		New	Prices Exchange
Civics and Citizenship			
Dorf, <i>Visualized American Government</i> (1955)	Oxford	\$1.92	—
World History			
Habberton & Roth, <i>Man's Achievements Through the Ages</i> (1956)	Laidlow	3.65	\$3.58
Platt & Drummond, <i>Our World Through the Ages</i> (1955)	Prentice	3.58	3.49

VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS

Electricity			
Jones, <i>Fundamentals of Applied Electricity</i> , revised edition (1956)	Bruce	2.50	2.24

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. A list of events scheduled for the school year 1956-57 was published in the September issue of *California Schools*. Notices of the following meetings have been received since September.

Dates, 1956	Organization and Event	Place
October 5-7	California Teachers Association, Central Coast Section, Leadership Training Conference	Asilomar
October 12-14	California Teachers Association, North Coast Section, Leadership Training Conference	Benbow
October 26-28	California Teachers Association, Bay Section, Leadership Training Conference	Asilomar
October 27	California Mathematics Council, Southern Section, Fall Meeting	South Pasadena
November 2-4	California Teachers Association, Central Section, Leadership Training Conference	Asilomar

For Your Information

NATIONAL HIGH SCHOOL ESSAY CONTEST, 1956-57

The twenty-second Annual National Essay Contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States offers \$2000 in cash awards for essays on the topic, "America's Crusade for Free Men's Rights." Students in grades 9 through 12 are eligible to compete. Entries must be submitted by March 15, 1957. A folder containing detailed information may be secured from the National Secretary, the Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th St., Kansas City 11, Missouri. The National Association of Secondary-School Principals has placed this contest on its approved list of national contests for 1956-57.

D.A.R. GOOD CITIZENS AWARD

The California State Society of the National Society of the Daughters of the American Revolution sponsors a "Good Citizens" award annually for girls graduating from high school. Candidates for the award are selected on the basis of personal dependability, and qualities of service and leadership. District winners compete for the state award, a U.S. Government Bond of \$100 maturity value. Inquiries regarding further details may be secured by addressing Mrs. O. George Cook, State Regent, California Society D.A.R., 1360 Jones St., San Francisco 9, California. The National Association of Secondary-School Principals has placed the Good Citizens award on its approved list of national contests for 1956-57.

AMERICAN EDUCATION WEEK

The annual observance of American Education Week has been scheduled for November 11 to 17, 1956, with "Schools for a Strong America" as its general theme. Daily topics to carry out the theme have been announced as follows:

- November 11: Our Spiritual and National Heritage
- November 12: Today's Education—Tomorrow's Democracy
- November 13: Schools for Safe and Healthful Living
- November 14: Schools for Trained Manpower
- November 15: A Good Classroom for Every Child
- November 16: National Teachers Day
- November 17: Schools for a United America

The sponsors of American Education Week are the National Education Association, the American Legion, the U.S. Office of Education, and the National Congress of Parents and Teachers. Among the mate-

rials prepared as aids in the observance of this week are a manual and a handbook, posters, lapel buttons, invitation forms, seals, place mats, napkins, bumper strips, plays, recordings, a movie trailer and publicity mats for use in newspaper advertisements. These materials may be ordered from the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C.

SCHOOL BUSINESS PROCEDURES HANDBOOK

The California Association of Public School Business Officials has recently published its revised edition of the Handbook of School Business Procedures. Authorized by the Board of Directors of the Association, the Handbook is the result of research activities of the Small District Aids Committee and has been revised and expanded to include an appendix of suggested school business forms. Copies are available for \$2.50 each, plus California sales tax, from Harold Yost, Librarian, California Association of Public School Business Officials, 1415 French St., Santa Ana, California.

GEOGRAPHIC SCHOOL BULLETINS

The National Geographic Society has announced that it will resume publication of the *Geographical School Bulletins* for the 1956-57 school year, on October 1. The Geographic School Bulletins help students to understand geographic factors that touch their lives.

Any accredited teacher, librarian, or advanced student in the United States or its possessions may subscribe for Geographic School Bulletins. The cost is seventy-five cents for thirty issues, October 1, 1956 to May 13, 1957. Subscribers in the United States may receive 90 issues for \$2.00. Teachers may obtain subscriptions for classroom use if copies are mailed in bulk to one address. Orders should be addressed to the School Service Division of the National Geographic Society, Washington, D. C.

Professional Literature

PUBLICATIONS RECEIVED

- ANDERSON, VERNON E. *Principles and Procedures of Curriculum Improvement*. New York 10: Ronald Press Co., 1956. Pp. x + 468.
- B'nai B'rith Occupational Brief Series. Washington 5: B'nai B'rith Vocational Service Bureau (1129 Vermont Ave., N.W.), 1956.
- Careers in Chemistry*, by Robert Shosteck. Pp. 12. \$0.20.
- Career as a Dental Assistant*. Pp. 8. \$0.20.
- Careers in Real Estate*. Pp. 8. \$0.20.
- Careers in House-to-House Selling*. Pp. 8. \$0.20.
- Careers in Office Management*. Prepared in co-operation with National Office Management Association. Pp. 10. \$0.20.
- Career as Speech and Hearing Therapist*, by Robert Shosteck, with the co-operation of George A. Kopp and Raymond L. Kahn. Pp. 12. \$0.20.
- DIEKHOF, JOHN S. *The Domain of the Faculty in Our Expanding Colleges*. New York 16: Harper & Bros., 1956. Pp. xiv + 204.
- DRAKE, WILLIAM E. *The American School in Transition*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955. Pp. x + 624.
- DUKER, SAM and NALLY, THOMAS P. *The Truth About Your Child's Reading*. New York 16: Crown Publishers, Inc., 1956. Pp. 182. \$3.00.
- GOODENOUGH, FLORENCE L. *Exceptional Children*. New York 1: Appleton-Century-Crofts Co., Inc., 1956. Pp. x + 428.
- Guide for Planning Recreation Parks in California: A Basis for Determining Local Recreation Space Standards*. Sacramento 14: California Committee on Planning for Recreation, Park Areas and Facilities, 1956. Distributed by Documents Section, Printing Division (7th St., Richards Blvd.). Pp. 78. \$2.00.
- Guiding Growth in Written Expression. Vol. 1: Young Children*. Prepared by the Division of Elementary Education, Office of Los Angeles County Superintendent of Schools. Adopted June, 1956, by Los Angeles County Board of Education. Los Angeles 12: Office of County Superintendent of Schools, C. C. Trillingham, Superintendent, 1956. Pp. xii + 136.
- Handbook of School Business Procedures*. Santa Ana: California Association of Public School Business Officials (1415 French St.), 1956 (second edition). Pp. viii + 124. \$2.50.
- HARTLEY, RUTH E. *Understanding Children's Play*. New York 27: Columbia University Press, 1954. Pp. xvi + 372.
- HENDRICKSON, ROBERT C. with COOK, FRED J. *Youth in Danger*. New York 17: Harcourt, Brace and Co., 1956. Pp. 300.
- HILGARD, ERNEST R. *Theories of Learning*. Second Edition. New York 1: Appleton-Century-Crofts, Inc., 1956. Pp. ix + 564.
- JUSTMAN, JOSEPH and MAIS, WALTER H. *College Teaching: Its Practice and Its Potential*. New York 16: Harper & Bros., 1956. Pp. viii + 258.
- LINDGREN, HENRY CLAY. *Educational Psychology in the Classroom*. New York 16: John Wiley and Sons, Inc., 1956. Pp. xvi + 522. \$5.00.
- MANNHEIM, HERMANN and WILKINS, LESLIE T. *Prediction Methods in Relation to Borstal Training*. London: Her Majesty's Stationery Office, 1955. Pp. viii + 276.
- MAYER, OLIVE with PAUL DE H. HURD. *Water Treatment Plant. Teacher's Manual*. Redwood City: Product Design Co. (2796 Middlefield Road), 1956. Pp. 80. \$2.00.

- MEDLIN, C. J. *School Yearbook Editing and Management*. Second Edition. Ames, Iowa: Iowa State College Press, 1956. Pp. 212. \$5.00.
- PIERCE, TRUMAN M. *White and Negro Schools in the South: An Analysis of Biracial Education*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1955. Pp. xii + 338.
- The Public Schools in Crisis: Some Critical Essays*. Edited by Mortimer Smith. Chicago 4: Henry Regnery Co., 1956. Pp. x + 164. \$2.75.
- The Public Schools, Religion and Values*. A Series of Addresses on the Teaching of Moral and Spiritual Values in Public Schools. Compiled by Ellis F. Hartford. Bulletin of the Bureau of School Service, Vol. XXVIII, Number 4. Lexington, Kentucky: College of Education, University of Kentucky, June, 1956. Pp. 54. \$1.00.
- RIKER, HAROLD C. *Planning Functional College Housing*. New York 27: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. xi + 240.
- ROSS, HELEN. *The Shy Child*. Public Affairs Pamphlet No. 239. New York 16: Public Affairs Committee (22 East 38th St.), 1956. Pp. 28. \$0.25.*
- SALISBURY, GORDON and SHERIDAN, ROBERT. *Catalog of Free Teaching Aids*. Revised Edition. Riverside, California: Published by the authors. (P.O. Box 943), 1956. Pp. 142. \$1.50.
- Schools for the New Needs, Educational, Social, Economic*. An Architectural Record Book. New York 18: F. W. Dodge Corporation, 1956. Pp. xii + 342. \$9.75.
- SMITH, LEO F. and LIPSETT, LAURENCE. *The Technical Institute*. New York 36: McGraw-Hill Book Company, Inc., 1956. Pp. xii + 319. \$5.00.
- STELTZ, CATHERINE E. *As You See It*: Twenty-four pictures to stimulate group discussion of social and moral problems, with suggestions for their use. New York 27: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. vi + 26.
- Teacher Opinion on Pupil Behavior, 1955-56*. National Education Association Research Bulletin, Vol. XXXIV, No. 2, April, 1956. Washington 6: Research Division, National Education Association of the United States (1201 Sixteenth St., N.W.), 1956. Pp. 58. \$0.50.*
- Twenty-five Years of Educational Research*. Review of Educational Research, Vol. XXVI, No. 3, June, 1956. Washington 6: American Educational Research Association, National Education Association of the United States (1201 Sixteenth St., N.W.), 1956. Pp. 146. \$1.50.*
- Using Chemicals: A Resource Unit for a Course in Physical Science*. Albany, New York: Bureau of Secondary Curriculum Development. University of the State of New York, State Education Department, 1956. Pp. 88.
- VENABLES, PERCY FREDERICK RONALD. *Technical Education: Its Aims, Organization and Future Development*. London: G. Bell and Sons, 1955. Pp. xii + 646. \$8.00.

* Discounts on orders in quantity.

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